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ABSTRACT

This guide for teachers of German at independent schools is a result of a collective effort of a number of experienced German teachers during the year 1973. It is directed mainly toward the new teacher as a quick source of reference for all aspects of instruction of German at the secondary level. Contents include: (1) "Why Study German?," (2) particular issues involved in the teaching of German, (3) realia and audio-visual aids, (4) standardized tests, (5) textbooks and publishers, (6) basic library for teachers of German, (7) professional organizations, journals, and conferences, (8) testing, (9) curriculum at the basic, intermediate, and advanced levels, (10) the challenge of keeping in touch with the living language, and (11) ideas for the new teacher. (RL)

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A TEACHER'S NOTEBOOK: GERMAN

National Association of Independent Schools

March 1973

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INTRODUCTION

This guide for teachers of German at independent schools is the result of a collective effort of a number of experienced German teachers during the year 1972. It is mainly directed toward the new teacher as a quick source of reference for all aspects of the instruction of German on the secondary level.

All views expressed are those of the contributors only. All of us have taught in independent schools for a number of years and our views reflect the situation in some of the member schools of NAIS.

At this moment of publication we would already like to see some items changed. Our rather informal approach to "curriculum" is once again the subject of discussion among the contributors. We are convinced that in a new edition of this publication a number of changes will have to be incorporated.

The pagination is in the loose-leaf format. Each section has separate pagination, thus additions in the future can be filed with continuing pagination in each section.

The contributors invite comments and criticism. We would appreciate if these could be sent directly to NAIS in Boston c/o German Committee.

Boston, Mass.

February 1973

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I. WHY STUDY GERMAN

Since all that we learn increases our freedom, both freedom from prejudices and preconceptions as well as freedom of larger choice as to that we wish to do with our lives, it seems only common sense to study a foreign language so as to be able to communicate directly with its people both in reading and speaking and so as to be able to fulfill the requirements of vocations and professions which demand knowledge of a foreign language. What then is the special case for German?

German is the leading language in Europe. Its native speakers number 100,000,000 including not only West and East Germany but also Austria and much of Switzerland. It is a second language for many people in Holland, Denmark, Sweden, Poland, Czechoslovakia, Hungary, Yugoslavia, northern Italy and eastern France. Although German universities no longer hold the high place in world intellectualism that they did in the nineteenth century, German is still an important language in the fields of music, philosophy, art, chemistry, physics, biology, engineering, and mathematics. Contrary to general belief, dependable translations of materials in these fields are not readily available. The leading role of Germany in European economics is indisputable and American interests in German businesses are increasing. For anyone interested in entering the field of international trade, the most valuable language would be German. More and more Americans travel to Germany every year. To increase the enjoyment of travel in Germany, there is no substitute for knowing the German language. German bears a relationship to English which is not shared

by other popular foreign languages. It is close enough to provide an initial familiarity, it is phonetic in its spelling, and it is highly regular in its grammatical structures. At the same time it is different enough from English to demonstrate different modes of expression and different ways of thinking as vantage points from which the student can better develop a clearer understanding of his own language and his way of thinking about and viewing the world.

A knowledge of German provides an entry into the rewarding experience of learning about a rich culture and tradition through a literature produced by world acclaimed authors. This interest can be expanded into the areas of geography, history, and social organization.

II. PARTICULAR ISSUES INVOLVED IN THE TEACHING OF GERMAN

instructional problems of the second and third year
gender, endings, adjectives
accusative/dative prepositions
word order
separable/inseparable verbs
closeness between German and English

Some of the "problem areas" mentioned above are not truly problems of the German language per se. We simply want to point out that these areas will be of special concern to the teacher of German in the United States or to a teacher of German who deals with students who have an exclusively English language background.

As in any other language, the instruction of the first lessons is of critical importance. No matter what the teacher does, if anything goes wrong, he and his students will suffer for the rest of the instruction time, since basic instructional neglects or flaws will be detectable throughout the entire period of instruction, unless somebody puts in a major effort to correct these early problems.

There is a point in the instruction of the German language at which grammatical structures become exceedingly complex and a student may suddenly find himself in the position of giving up, and the teacher may find himself in the position of admitting that he will never see his students master a particular area. As an example, let us use the combination of preposition, article, adjective, and noun.

The average student is perfectly capable of using a preposition correctly. He is also able to use articles and even adjective endings correctly. When, however, he is required to produce the entire phrase correctly and there is little time to think it out, he then encounters that sudden point, at which nothing seems to go right anymore.

Normally the teacher during the first year of instruction will be satisfied with partial solutions to these problems. He will avoid writing exercises and other drills which require the total grammatical handling of these problems. In the second year, where this total approach is a necessity, the mistakes become more and more obvious.

We believe that the students' inability to deal with these complex grammatical problems is due to a failure to develop his confidence, his ability to handle the areas mentioned above.

It is of extreme importance in the early instruction of German to provide for a tremendous number of drills of all kinds to strengthen the students' ability in the areas mentioned.

We know that we are not elaborating on anything new here. This experience is shared by all teachers of German and, of course and unfortunately, by all students of German. We have seen few students who developed real competence in these areas. Those who did develop competence had either been to Germany or other German-speaking countries, or they had had extremely "nasty" teachers, who started every single class with a few drills in the above mentioned areas. Some of our colleagues have earned the reputation of Prussian drill sergeants. They belong ironically to the more successful instructors in our field. It is questionable, on the other hand, whether we should advocate the

"Prussian drill sergeant's" approach for a more successful instruction of a foreign language.

The areas which we pointed out as the most difficult require constant practice because they interfere with the basic English patterns of our students. These points of interference are neither terribly difficult to teach nor terribly difficult to learn. They continue to be difficult because we cannot provide the all-German environment for our students. Whatever we achieve in 40 minutes of instruction is, by necessity, partially destroyed by the other 15 hours of an English language environment. This becomes obvious when we compare the oral performance of students as against their written performance. A student will be able to answer correctly with preposition, article, and noun in writing, but he will be unable to answer correctly in aural/oral work.

It has been our experience that only a battery of drills, constantly applied, orally and written, will get the student to the point of listening carefully to the signals provided and then answering without making too much of an effort to "think" about the structural details of an answer. A good language teacher must be able to make up drills instantly, whenever the need for them arises. He should avoid the "Prussian drill sergeant's" approach. A limited number of drills per instructional period, objects, pictures, acting, etc., can help to accomplish the desired objectives.

GENDER

English-speaking students will have difficulties living with the

idea of gender and grammatical pronoun references. Some textbooks are trying to ignore this problem during the beginning lessons. This is permissible, as long as long as some basic pedagogical objectives are carried out in the withholding of the whole complex of gender. On the other hand, when it comes to vocabulary learning, the teacher has to make absolutely certain that the words are learned in context, so that the students have an immediate reference not to "Frau" but to "die Frau". Beginning drills involving all genders should always start with references to "der Mann, das Kind, die Frau". Once students have established a good responding pattern, the teacher can include the new nouns of the lesson and reinforce gender. This basic pattern may be used in many drills concerned with declensions etc.

It is extremely helpful for the teacher as well as for the student to have some basic words with strongly established gender in the student's mind when establishing the structures for the endings.

ACCUSATIVE/DATIVE PREPOSITIONS

This is an area which will cause many mistakes even in the third year and beyond. To the German mind, as well as to the teacher, this seems to be a very simple grammatical problem. The American student, however, is simply not aware of the problem. He does not stop and think whether prepositional usage indicates location or direction. The signal does not come. The instructor has to provide for an awareness, again, by constant practice. If this particular area is not touched upon at least once a day during the first years of instruction students will maintain such a resistance level that they will be

unable to respond correctly for a long time.

WORD ORDER

German has far more flexibility in word order than English. For the teacher who is not a native speaker of German, some aspects of word order can remain extremely complex and difficult. Intonation patterns and responding patterns have a tremendous impact on German syntax. Some textbooks perform miracles by ignoring, or better, avoiding some of the syntactical problems. It is acceptable, from our point of view, to provide the students with the basic German patterns and to practice these often. This limited freedom will give the student a higher degree of confidence in using more complicated structures later on. The more complex structures should be left for higher levels of instruction

SEPARABLE VERBS / INSEPARABLE VERBS

This is an aspect of the German language which comes to the students' attention after only a few periods of instruction. It is very helpful to have the students do exercises which test their ability to discern stresses. Again, a number of so-called standard items which may be repeated with each drill will be extremely helpful. We use the verbs "besuchen" and "einsteigen". On a more complex level verbs like "fahren . . . über" and "überfahren" may be used.

CLOSENESS BETWEEN GERMAN AND ENGLISH

CLOSENESS BETWEEN GERMAN AND ENGLISH

It seems to be one of the puzzling aspects of the German language, especially when it is studied by the native American, that the inter-relatedness of the two languages lends itself to a certain deterioration in usage, to what Germans call "Anglizismen" and Amerikanismen". (Germans face an additional problem: the fast deterioration of active vocabulary.) A teacher as well as a student will quickly start to use "Amerikanismen" being confident that they are correct speech. Example: Ich bin drei Wochen in Berlin. - Ich bin für drei Wochen in Berlin. The native German living in the United States is just as susceptible to this process as the American teacher of German.

On the other hand, an attempt has to be made to teach verb and preposition combinations thoroughly. It is difficult enough for a German to learn the differences among: to look after, into, for, over, at, etc. It is just as difficult for the native American to learn "warten auf", "wohnen bei" etc. All efforts have to be made to teach these aspects of the language thoroughly.

COMMENT

The contributors to this section have no intention to pretend that the areas mentioned are the only problems in the instruction of German. Even to an extremely experienced teacher other areas might suddenly develop into a real problem. Our experience has been that there is never any moment at which the instructor has his instruction

under complete control. Every single period of instruction requires analysis, even after decades of teaching experience. The analysis will lead to a new synthesis, and to a slightly different approach or different material the next day - and possibly to success. There is no ideal way to teach German, but an instructor who is willing to test and evaluate his own efficiency in the class room from day to day, an instructor who is willing and able to change his approach, his methods and materials from year to year, is at least on the way to limited success. We all need to maintain a high degree of flexibility, an openmindedness in our teaching. We should not forget that students are interested in learning.

The best advice we can give is that the teacher should from time to time get together with his students and talk things over on a private basis so as to get them to open up and discuss class room aspects freely.

III. REALIA AND AUDIO-VISUAL AIDS

The language class room with bare walls and with students sitting in desk chair combinations bolted to the floor is a thing of the past. The blackboard still fulfills some basic functions but, otherwise, the language class room of the seventies is very different from the language class room of the thirties. In addition to regular considerations for class rooms, a language class room should now be equipped for high efficiency in language instruction.

The ideal class room, as we would see it, would have wall-to-wall carpeting for acoustic considerations. There should be no noise interference of any kind. This is not say that we want to have an absolutely quiet class room. We want to be in control of all the sounds in the class room. In fact it is very good to have a certain noise level in the class room (music, speech, etc.), because students should get used to the fact that a language is hardly ever heard without noise interference from other sources than the teacher. At the beginning of language learning, when basic phonetic training takes place, noises from air conditioners, radiators etc. should be avoided, since they can make it impossible for the student to discern certain sounds.

The class room should be decorated with posters and paintings from Germany, Austria, and Switzerland and may have wall charts of important grammatical details, as well as some pictures of basic vocabulary, which can be used for drills. One corner of the room should have equipment for teaching: toys, clocks, animals, houses, etc. Another corner should contain current magazines such as Bravo,

Kicker, Stern, Bunte Illustrierte, etc. Specialized publications such as Funkschau (very good for students who are interested in electronics) are very helpful to keep the students' interest in the language alive.

If at all possible, the teacher should avoid building a desk barrier between himself and the students. The teacher can be much more effective by walking around in the class room and conversing directly with students in his instruction. The space should be sufficient for arranging in circles small groups which can work on individual problems. On the other hand, it should be possible to arrange seats for class instruction and for using the blackboard or audio-visual aids.

If audio-visual aids are used in the class room, facilities for partial darkening should be available. A screen should be available and enough electric outlets should be placed along the walls. It has been our experience that audio-visual aids can be highly effective in language instruction if the logistics of the machines are under control of the teacher. The ideal situation is, of course, an instructional situation where an overhead projector, a 16mm movie sound projector, a slide projector, and a tape recorder are located in or around the class room. In addition to this, there should be earphone outlets throughout the room, or an electronic loop with multiple channels to provide the same services as the language lab (without the student's ability to record).

If a teacher has to go around the school to collect the necessary machines, or move his students to different rooms in order to facilitate his instruction, extreme valuable instruction time is lost. The frustrations of finding and setting up machines are often such that teachers are frequently discouraged from using this type of

equipment. In any new school constructions it is highly advisable to consult other schools and media centers in the surrounding areas, before final plans are drawn. The national standards are spelled out in Standards for School Media Programs, published by the American Library Association and the National Education Association. (1969, ALA, 50 Huron St., Chicago, Illinois 60611) We strongly urge all schools and teachers to consult as much as possible with other systems and colleagues before making decisions on acquisitions or finalizing building plans.

In addition, schools should survey their present holdings, needs, and possibilities of sharing hardware resources among different departments. Projected figures should include the costs of cataloging, storing, production facilities, and salaries.

It is, for example, not useful to provide funds for tapes to make original recordings in Germany, unless the business office of the school has made sure that the provisions of even such small grants should state very clearly that all materials have to be edited and cataloged upon return of the teacher. Unless the general school population has access to these materials, they would lose a tremendous amount of their usefulness to the school as a whole.

The same applies to folders, travel brochures, pamphlets, etc. Teachers should establish a vertical file, catalog items under certain headings, as for example: Germany: Religious Life (see Vertical File 354 GR). This file would contain pamphlets, newspaper articles, and, of course, a table of contents.

According to the specialists, the blackboard is one of the most

time consuming and ineffective instructional tools. It will probably take a very long time before the blackboard finally disappears from our class rooms. On the other hand, if an overhead projector is available on a full time basis, it has distinct advantages over the blackboard. The teacher continues to face his students while he is writing. Materials for instructional use can be prepared with little effort. Students' papers can be converted into transparencies in seconds and drills from books can also be converted into transparencies. Teachers can prepare slides for demonstrating prepositional usage. Such slides can be used for years of instruction. Teachers can write directly on the projection field by using the acetate roll. The applications of this instrument are simply immense.

The tape recorder, of course, is one of the most valuable tools we have in the language class room. Again, its usefulness depends on what the individual teacher does with it.

Most tape recorders are used to supply the native speaker for the class room. The teacher can conduct drills in the class room by simply asking individual students to respond to commercially produced exercise tapes. The teacher can run "retell" exercises by letting his students listen to commercially produced tapes. He can also produce his own tapes or ask natives in his area to read stories on tape. The teacher can record pronunciation, play it back and correct it. All the above functions can also be used by students on an individual basis. If at all possible, the teacher should let his students use the machine for recording dialogues, reciting poetry, skits, and possibly even drama. The teacher should use the tape recorder to provide for playback from records. Teachers should never use valuable phonograph

records in playback situations which are not entirely under their control. Chalk dust, scratches, etc. will decrease the life span of records considerably.

Among all the other audio-visual aids, the film strip and the 16mm sound movie probably have the most important place in foreign language instruction.

Film strips, almost exclusively commercially produced, require special film strip projectors. Film strips of the sound synch. variety require tedious and bulky set-ups of machines which are combinations of record players and projectors, sometimes with audible and sometimes with inaudible signals.

It has been our experience that film strips, especially the sound synch type, can be highly effective in the class room. Unfortunately, this type of software is not entirely foolproof and has a very high wear factor. Although the initial investment in changing this type of software into slide synch is relatively high, the cost over a long period of time and multiple applications in a school would justify this reprocessing. Slide synch shows have the advantage of using (at least in many cases) existing equipment and of having a very low wear factor. Reprocessed film strip shows may contain all the original frames as well as the original sound track. In addition, the individual teacher may produce a new sound track which could be more suitable to his taste and his particular method of instruction. A teacher should also look at the materials of other departments and carefully investigate whether certain slide shows could be provided with a special language sound track. It has been our experience that many history slide shows can be reprocessed for foreign language

instruction.

16mm sound movies are available for all languages. Few schools can afford to fund 16mm movie acquisitions. A number of films might be bought for very specific areas of instruction, but very few schools can afford building libraries of 16mm film. Most of the films the foreign language teacher will show in his class room are rental films, many of them free of charge coming from embassies or cultural service centers. Most of the time there is a set time limit and the teacher will unfortunately not have enough time to preview films and to prepare his students thoroughly. It is permissible, therefore, especially for the beginning language student to use films which have English sound tracks. During the first year of instruction, a film with an English sound track is far more encouraging and interesting than a film with a German sound track, which a student at this level could not understand anyway. In addition, the teacher should keep a file on films which he has seen. He should also keep some notes on vocabulary etc., which his students might need before viewing the film. It can be extremely helpful to make tape recordings of the sound track, to check the film sound track at home. and write down the important words which some students simply don't understand. A small collection of sound track recordings will become an increasingly valuable tool in the hands of the teacher to determine whether or not a certain film is useful for a certain level.

In addition: the use of video equipment may enable the teacher to copy the film (if necessary, refer to the copy right question in the "General Statement"). There will be minor synchronization

problems (a line running through the picture) but nothing serious which could interfere with the student's ability to view the film again. Simply put your video camera slightly above or below the position of the projector a few yards ahead in the room and make the necessary cable connections for the sound to the VTR. To our best knowledge, if you do not store the video tape, copyright questions are not involved in this enterprise.

Video equipment in general is a fantastic tool which has hardly been explored in the foreign language class room. Once the initial investment is made, the cost (excluding labor) is roughly 30 dollars per hour. Commercially produced video materials will soon be on the market. Unfortunately, the variety of standards has prevented the major patent holders of the industry at this time from investing to any large extent in the production of software. If a teacher wants to use video software for instruction in the foreign language class room, he has to produce his own material. Again, a warning has to be attached, which refers to all audio-visual equipment: if the video equipment is not readily accessible to the teacher, there is no point in producing a lot of software. If the teacher has to go to a special room, or if he cannot operate the equipment himself, the question of logistics comes in again, and he has to calculate carefully whether the greater efficiency in the instruction through media warrants the time lost.

III. REALIA / AUDIO-VISUAL AIDS

Service Information

The most complete guide to all services rendered to teachers and schools is the TAP Guide (Teaching Aid Project). This is a loose-leaf publication by the AATG (American Association of Teachers of German). This guide is available from the national office of the AATG at 339 Walnut Street, Philadelphia, Penna.

Services of the German Consulates General are free. Catalogues of the holdings of the individual consulates are mailed automatically each year to schools which are on the consulates' mailing lists. Holdings include: 16mm movies, slides, records, tapes, exhibits. (Most holdings are also listed in the TAP Guide)

Services of the AATG/NCSA Service Center can be obtained through membership in the AATG, NCSA, or NFSG at a small charge. Holdings are published in the TAP Guide and are updated in the AATG Newsletter.

We recommend that all users follow instructions for loan and mailing procedures very carefully.

Materials for purchase can be obtained from many publishers. For the teacher's convenience we have included a list of a number of publishers. For further information we recommend the TAP Guide.

SOURCES OF TEACHING AIDS

Audio Lingual Educational Press

45 West Park Ave., Long Beach, N.Y. 11561

Center for Curriculum Development

409 Walnut St., Philadelphia, Penna. 19106

Audio Visual Teaching Materials (EAV, Educat. Audio Visual Inc.)

Pleasantville, N.Y. 10570

Wible Language Institute

24 South Eighty St., Allentown, Penna. 18105

Denoyer-Geppert (Maps)

5235 Ravenswood Ave., Chicago, Illinois 60640

Visual Products Division

3M Company, Box 3344, St. Paul, Minnesota 55101

AATG/NCSA Service Center (small charge)

339 Walnut St., Philadelphia, Penna. 19106

German Consulates General (no charge)

Boston, New York, Philadelphia, New Orleans, etc.

Austrian Consulates General

Swiss Consulates General

COMPANIES SPECIALIZING IN RECORDS, FILMSTRIPS, TAPES, ETC.

Educational Record Sales

157 Chambers St., New York, N.Y. 10007

EMC Recording Corporation

806 East Seventh St., St. Paul, Minnesota

Children's Music Center

2858 West Pico Blvd., Los Angeles, California

Henry Mielke Company

242 East 86th St., New York, N.Y.

Curriculum Materials Center

5128 Venice Blvd., Los Angeles, California

Peters International, Inc.

600 Eighth Ave., New York, N.Y. 10018

State of Minnesota, Department of Education, Division of Inst.

Elementary and Secondary Section, St. Paul, Minnesota

Lorraine Music Company

P.O. Box 4131, Long Island City, N.Y. 11104

Columbia Records Education Department, Order Service

Terre Haute, Indiana

The Jam Handy Organization

2821 East Grand Blvd., Detroit, Michigan 48211

The Audio-Lingual Educational Press

23 Greewich Rd., Smithtown, L.I., N.Y.

Wilmac Recorders

921 East Green St., Pasadena, California

Gaithersburg Photo & Audio-Visual Center

III - 11

Box 636, Gaithersburg, Maryland 20760

Wible Language Institute

24 South Eighty St., Allentown, Penna. 18105

FILMS

International Film Bureau

332 South Michigan Ave., Chicago, Illinois 60604

Film Classic Exchange

1611 North Labrea Ave., Hollywood, Calif.

Pathescope Educational Films, Inc.

71 Weymann Ave.. New Rochelle, N.Y. 10802

Trans--World Films, Inc.

332 South Michigan Ave., Chicago, Illinois 60604

Brandon Films

200 West 57th St., New York, N.Y. 10019

Modern Talking Picture Service

160 East Grand Ave., Chicago, Illinois 60611

IV. STANDARD TESTS

Standard tests can be the horror of students and teachers and the absolute delight of administrators. Standard tests seem to imply a standard of accountability, a device to compare students on a nationwide level and also, of course, to compare the performance of teachers on a nationwide level. Before a teacher himself starts any comparisons beyond his own actual student body and his own performance he should very carefully and very critically read the advice on the statistical interpretation of any test. It is our opinion that an interpretation of scores on these standard tests can only be made in direct conjunction with the regular aptitude test scores, which are available through the guidance departments of schools, and in conjunction with the scores of the Modern Language Aptitude Test. Comparisons on a school to school basis should only be attempted if the data mentioned above is available.

Almost all standard tests provide information as to when a certain test, or a certain level of a particular test should be administered. Since there exists no national syllabus and thus instructional methods during the first years differ to a large extent, the teacher should make a real effort to determine where his methods seem to converge with the other instructional methods and test either at this point or sometime after this point. If this precaution is not taken, students must expect to encounter on standard tests certain vocabulary and grammar not covered in course work as well as to find omitted material which has been covered.

The most frequently used standard test for foreign languages is, of course, the College Board Test. Every year we see our students take this test and return to our class rooms with various comments. The sample listening material which is prepared by the College Board should be made available to students for practice. It can be ordered through the Princeton Office. Students will feel more secure if they are familiar with some of the voices on the tapes. A student who has never heard any other German speaker except his instructor is at a distinct disadvantage. If you want your students to have equal preparation with all the other students in the US who happen to take the College Board, make sure that they have exposure to numerous speakers of the language. A teacher should not be too upset if some of his poorer students receive higher scores than some of his best students. On the other hand, if this happens with regularity the teacher should take a careful look at his own grading procedures.

The College Board Test in German is administered once a year (1973) . At this moment, it contains a 20 minute aural section and a 40 minute written section (structure, vocabulary, and reading).

IV. STANDARD TESTS

Information

Carrol-Sapon Modern Language Aptitude Test

Psychological Corporation

304 East 45th St. New York, N.Y. 10017

Modern Language Association (MLA) Cooperative Test

Educational Testing Service

Princeton, New Jersey 08542

National Association of Independent Schools (elem. and interm.)

Four Liberty Square

Boston, Ma. 02109

Pimsleur Modern Foreign Language Proficiency Test (1st and 2nd Level)

Harcourt Brace

757 Third Ave.

New York, N.Y. 10017

American Association of Teachers of German (AATG) Test (2nd, 3rd and 4th Level)

339 Walnut St.

Philadelphia, Penna. 19106

V. TEXTBOOKS

The problem of textbook selection can be attacked from a variety of angles. The teacher should, first of all, read the new text, understand its objectives, and the ways and means by which those objectives are achieved. Secondly, the teacher should take the time to set up a lesson plan with one particular unit of the new text in mind. Thirdly, the teacher should evaluate supplemental material (maps, slides, tapes, etc.) as to how it facilitates instruction in the class room, homework assignments, etc.

The teacher should then consult the professional journals, especially the German Quarterly, which print critical reviews on all new texts of major publishers.

Major flaws are almost always discovered by the above methods.

A word of caution: there is no ideal textbook. The worst textbook can perform miracles in the class room with the right kind of teacher. The best book can be utterly disastrous with an incompetent teacher. Most of the contributors have used a variety of books, some dating back to the thirties, some published recently. All the books we have used required substantial editing, omissions, and additions by the teacher to make them useful for a particular method of instruction.

PUBLISHERS OF TEXTBOOKS FOR GERMAN

Holt, Rinehart and Winston

Chicago, Illinois

Harcourt, Brace & Jovanovich

Chicago, Illinois

McGraw-Hill Book Company

330 West 42nd St., New York, N.Y. 10036

Houghton Mifflin Company

110 Tremont St., Boston, Mass. 02107

Ginn and Company

125 Second Ave., Waltham, Mass. 02154

National Textbook Company

8259 Niles Center Road, Skokie, Illinois 60076

Books of the World

Roxbury Building, Sweet Springs, Missouri 65351

Odyssey Press

55 Fifth Ave, New York, N.Y. 10003

St. Martin's Press

175 Fifth Ave., New York, N.Y. 10010

Harper & Row, Publishers

Evanston, Illinois

Specialty Books

P.O. Box 1785, Ann Arbor, Michigan 48106

Prentice-Hall, Inc.

Englewood Cliffs, New Jersey

Oxford University Press

200 Madison Ave., New York, N.Y., 10016

Appleton-Century-Crofts

440 Park Ave. South, New York, N.Y. 10016

The MacMillan Company

866 Third Ave., New York, N.Y. 10022

Charles E. Merrill Publishing Company

1300 Alum Creek Drive, Columbus, Ohio 43216

Gessler Publishing Company

131 East 23rd St., New York, N.Y. 10010

W.W. Norton & Company Inc.

New York, N.Y.

VI. BASIC LIBRARY FOR TEACHERS OF GERMAN

BASIC LIBRARY FOR THE TEACHER

The titles in the following list represent the the personal preferences of the contributors. No effort was made to provide a complete list. The contributors believe that the "basic library" is a reasonable selection of titles which are useful to the language teacher and/or his students.

- 1 Deutsches Wörterbuch
Gerhard Wahrig, Bertelsmann Lexikon Verlag, Gütersloh
- 2 The New Cassell's German Dictionary
Harold T. Betteridge, Funk & Wagnalls, New York
- 3 Grammar of the German Language
George O. Curme, Frederick Ungar Pub. Co., New York
- 4 Reference Grammar of the German Language
(based on Schulz-Griesbach: Grammatik der deutschen Sprache)
Herbert Lederer, Charles Scribner's Sons, New York
- 5 Duden Grammatik
Bibliographisches Institut, Mannheim
- 6 Duden Bildwörterbuch
Bibliographisches Institut, Mannheim
- 7 Duden Enzyklopädie
Bibliographisches Institut, Mannheim
- 8 Der Volks-Brockhaus
F.A. Brockhaus, Wiesbaden

- 9 German Bible
 American Bible Society, New York
- 10 The Teaching of German
 Eberhard Reichmann, Nat. C. Schurz Ass., Philadelphia
- 11 A History of Modern Germany (3 vls.)
 Hajo Holborn, Alfred A. Knopf, New York
- 12 A History of Germany
 Robert-Hermann Tenbrock, Max Hueber, Munich
- 13 A Dictionary of German Synonyms
 R. B. Farrell, Cambridge Un. Press, Cambridge, GB
- 14 A History of the German Language
 John T. Waterman, Un. of Washington Press, Seattle
- 15 Der Sprach-Brockhaus
 F.A. Brockhaus, Wiesbaden
- 16 Der Gebrauch der deutschen Präpositionen
 Schmitz, Werner, Max Hueber, Munich
- 17 Daten deutscher Dichtung (Chronologischer Abriß der deutschen
 Literaturgeschichte)
 H. A. & E. Frenzel, Deutscher Taschenbuchverlag, Munich

POSSIBLE ADDITIONS TO BASIC LIBRARY FOR TEACHERS

- 19 Modern Language Testing
 Rebecca M. Valette, Harcourt, Brace & World, Chicago
- 20 Teaching Foreign Language Skills
 Wilga M. Rivers, Un. of Chicago Press, Chicago

- 21 The Psychologist and the Foreign Language Teacher
Wilga M. Rivers, Un. of Chicago Press, Chicago
- 22 Language and Language Learning
Nelson Brooks, Harcourt, Brace & World, Chicago
- 23 The Britannica Review of Foreign Language Education
annual, vol. 1 (1969); vol. 2 (1970); vol. 3 (1971)
Britannica Inc., Chicago
- 24 25 Centuries of Language Teaching 500 BC - 1969 AD
L.G. Kelly, Newbury House Publishers, Rowley, Mass.
- 25 The Gift of Language
Margaret Schlauch, Dover Publications, Inc., New York

BASIC LIBRARY FOR THE SCHOOL

Grammatik / Sprache / Stil

Duden Hauptschwierigkeiten

Bibliographisches Institut, Mannheim

Die deutsche Sprache

Brinkmann, Schwann, Düsseldorf

Der deutsche Satz

Glinz, Schwann, Düsseldorf

Duden Grammatik

Bibliographisches Institut, Mannheim

Grammatik der deutschen Sprache

Schulz-Griesbach, Max Hueber, Munich

Duden Stilwörterbuch

Bibliographisches Institut, Mannheim

Deutsche Texte zum Übersetzen

Haensch, Max Hueber, Munich

1000 idiomatische Redensarten Deutsch

Schulz Griesbach, Langenscheidt, Berlin

Deutscher Wort- und Ausdrucksschatz

Scheuermann, Diesterweg, Frankfurt

Der Gebrauch der deutschen Präpositionen

Schmitz, Max Hueber, Munich

Vom ABC zum Sprachkunstwerk

Süskind, Deutscher Taschenbuch Verlag, Munich

Rechtschreibung / Wörterbücher

Diktate aus dem deutschen Schrifttum

Hopff-Thiel-Reininghaus, Diesterweg, Frankfurt

Diktate und Stilproben aus Schrifttum und Gebrauchsprosa der Gegenwart

Hopff-Thiel-Reininghaus, Diesterweg, Frankfurt

Duden Rechtschreibung

Bibliographisches Institut, Mannheim

Duden Synonym Wörterbuch

Bibliographisches Institut, Mannheim

Vollständige Rechtschreiblehre

Lammertz, Schöningh, Paderborn

Sprachbrockhaus

, Brockhaus, Brockhaus, Wiesbaden

An English-German Dictionary

Engeroff-Käufer, Max Hueber, Munich

A German-English Dictionary

Taylor-Gottschalk, Max Hueber, Munich

Sprechkunde

Grundzüge der hochdeutschen Satzintonation

von Essen, Henn, Ratingen

Deutsche Aussprachlehre

Martens, Max Hueber, Munich

Übungstexte zur deutschen Aussprache

Martens, Max Hueber, Munich

Literaturgeschichte

Von Richard Wagner zu Bertolt Brecht. Gedichte der neueren deutschen Literatur

Cl. David, Fischer Bücherei Nr. 600

Wege der deutschen Literatur. Eine geschichtliche Darstellung

Glaser-Lehrmann-Lubons, Ullstein Taschenbuch, Darmstadt

Wege der deutschen Literatur. Ein Lesebuch

Glaser-Lehrmann-Lubons, Ullstein Taschenbuch, Darmstadt

Dichtung und Deutung. Eine Geschichte der deutschen Literatur in Beispielen

Rinsum, Bayrischer Schulbuchverlag, Munich

Deutsches Dichterlexikon

G. v. Wilpert, Kröner, Stuttgart

Interpretationen

Handbuch zur modernen Literatur im Deutschunterricht. Prosa, Drama, Hörspiel

Dormagen, Hirschgraben, Frankfurt

Erlebnis und Gestalt. Interpretationen motivgleicher Prosatexte

E. Neis, Diesterweg, Frankfurt

Die Geschichtsstunde. Anregungen und Hilfen für den Unterricht

Wilhelmsmeyer, Bagel, Düsseldorf

Einfache Texte

Texte zum Lesen und Nacherzählen

Arndt, Max Hueber, Munich

Der Engel schreibt auf. Anekdoten aus unserer Zeit

Kranz, Knecht, Frankfurt

Zwölf heitere Kurzgeschichten

G. Spang, Max Hueber, Munich

Grau ist alle Theorie

Seidmann, Max Hueber, Munich

Leseheft für Ausländer Grundstufe

Schulz-Griesbach, Max Hueber, Munich

Neue deutsche Kurzgeschichten

Thiel-Pratz, Diesterweg, Frankfurt

Lesestoffe

Deutsche Prosa Erzählungen seit 1945

Bingel, Deutsche Verlagsanstalt, Stuttgart

Deutsche Gegenwart: "Wurzeln und Anfänge"

Kirchhoff, Max Hueber, Munich

Deutsche Erzählungen II

Klier-Martin, Max Hueber, Munich

Schöninghs Textausgaben: Moderne Erzähler (1 - 19)

Schöningh, Paderborn

Kaleidoskop. Kurzformen moderner Prosa

Urbanek (Hrsg.), Buchner, Bamberg

Der neue Robinson

Urbanek (Hrsg.), Buchner, Bamberg

Texte im Deutschunterricht; Interpretationen

Riegel, Buchner, Bamberg

(der Riegel enthält Interpretationen der beiden Urbanek
Bücher!)

Aus deutscher Dichtung

Weidemann, Max Hueber, Munich

Reihe F, zweisprachige Reihe, K. Zobel (Hrsg.)

Band 3, Dürrenmatt, Erzählungen

Band 5, Hauptmann, Bahnwärter Thiel

Erfundene Wahrheit

Reich, Piper, Munich

Auch eine Antwort

Nitschke, Steinhoff Verlag

Deutsche Gedichte

Echtermeyer-Wiese, Bagel, Düsseldorf

Neue deutsche Erzählgedichte

Pionthek, Deutsche Verlagsanstalt, Stuttgart

Humor / Laienspiele / Rätsel / Lieder

Spielbare Kurzgeschichten

Vlatten, Band 1 und 2, D. Bosco, Munich

Es steht hinterm Haus. Deutsche Rätsel

Langewiesche-Brandt, Ebenhausen bei München

Deutsche Volkslieder

von Knorr (Hrsg.), Reclam, Stuttgart

Neue Rätselstiege

Tümmel, Thienemann Verlag

Deutschlandkunde

Berichte aus Deutschland

Köpke, Bertelsmann, Gütersloh

Deutschlandfibel

Beirat für den bürgerchaftlichen Austausch mit dem
dem Ausland, Frankfurt/M., 9. Auflage

Deutschland in den 60er Jahren

Weidlich Verlag, Frankfurt

Deutschland zwischen gestern und heute

Südwest Verlag, Munich

Wirtschafts-Seydlitz: 1. Teil: Deutschland

Hirt Verlag, Kiel

München und Oberbayern

Gräfe Verlag

Deutschland, Terra Magica

Reich Verlag

Aus deutscher Vergangenheit. Ein kulturgeschichtlicher Überblick

K. Schulz, Max Hueber, Munich

Geschichte Deutschlands

Tenbrock, Max Hueber, Munich

Geschichte für Jedermann in Karte, Wort und Zahl

Ziegfeld, Westermann Verlag, Braunschweig

Geist und Raum in der Geschichte

Noack, Musterschmidt Verlag

Kunst und Kultur

Bildatlas der abendländischen Kultur

Meer, S. Mohn Verlag, Gütersloh

Deutsche Kunst im Wandel der Zeiten

Müseler, Safari Verlag, Berlin

Geschichte in Bildern, Deutschland

Maurois, Kindler Verlag

Was Kinder wissen wollen

Südwest Verlag, Munich

Mein erster Brockhaus

Brockhaus, Brockhaus Verlag

Geschichte der deutschen Kunst

Weigert,

VII. PROFESSIONAL ORGANIZATIONS

With the rapidly changing methods in teaching, with the availability of audio-visual aids to the language teacher, with the ever-increasing application of results of modern linguistic research, and with ever-increasing knowledge and theories about the learning process, a teacher who does not keep up with his profession will find himself isolated, and, in a short time, oldfashioned, and stale. We do not mean to imply that it is the duty of the teacher to instantly apply the results of modern research to his own class room, but a teacher must by necessity find himself in a never ending self-evaluatory process. This process can only take place when the individual teacher tries to keep in touch with the outside world in his profession.

The easiest way to stay in touch is by joining the professional organization on a local level. A teacher who attends professional meetings will certainly get some of his questions answered. He will find an active exchange with his colleagues on a variety of issues. He will also have the opportunity to find out about the success or failure of new textbooks etc. A teacher who makes an honest effort to talk to his colleagues, to listen to them and to share with them his experiences, will soon find himself in the position of getting instant help by picking up a phone and calling a colleague in his area.

Membership in the local organization normally includes membership in the nationwide organization (this is true for the AATG). Members are entitled to receive the journal of the organization, as

well as other materials which the organization happens to publish for its members. Most national organizations keep in touch with the major organizations which take care of the interests of all language teachers.

Individual memberships in all these organizations can amount to heavy financial expenditures for the teacher. Our suggestion is that the individual teacher should definitely belong to his professional organization. In regard to the Modern Language Association (MLA) and the American Council for the Teaching of Foreign Languages (ACTFL) he should make an attempt in his department as well as in his school to provide for library memberships or a department membership to get at least the publications of these two organizations (and others, if possible) for the school's professional library. For the teacher of German the situation is as follows:

AMERICAN ASSOCIATION OF TEACHERS OF GERMAN (AATG)

The membership is organized on a local level. Meetings are held at least twice a year on a local level and once every year on a national level. The headquarters of the organization are located at 339 Walnut St., Philadelphia, Penna. Teachers interested in membership should write to the Executive Secretary of the organization. They will be assigned to a local chapter by the National Office. Membership dues are presently 10.00 dollars per year. Members receive annually 4 issues of the German Quarterly and 2 issues of the Unterrichtspraxis (a pedagogical journal) at no extra cost. In addition the organization publishes at irregular intervals throughout the year an AATG Newsletter which contains helpful information about scholarships, awards, special programs, grants, etc.

THE NATIONAL FEDERATION OF STUDENTS OF GERMAN (NFSG)

This organization is a special division of the AATG, located at the same address. The organization was created for high school and college students. It publishes a newspaper in English: Die Rundschau, which provides teachers, students, and German Clubs with news about Germany, NFSG news, and hints for programs. Members of the NFSG may also take advantage of the AATG/NCSA Service Center's special offers for the NFSG.

THE AATG/NCSA SERVICE CENTER IN PHILADELPHIA

The AATG maintains a service center in Philadelphia which provides films, slides, tapes, exhibits, etc. for high school and college use. Conditions and service quality vary, of course, with any institution of this nature. The service is just as good as the individual teacher's cooperation with these centers. Catalogues of the available materials can be ordered at small cost from the Service Center.

Additional service centers for teachers of German are also maintained by the German Consulates General in different cities throughout the United States.

The Modern Language Association and the American Council on the Teaching of Foreign Languages maintain a clearing house for all articles and other publications concerned with language learning:

ERIC (Educational Resources Information Center) and EDRS (ERIC Document Reproduction Service) can provide reprints of all articles concerned with language learning on short notice.

VII. PROFESSIONAL ORGANIZATIONS

Information

JOURNALS

The German Quarterly

339 Walnut St. Philadelphia, Penna. 19106

Die Rundschau

339 Walnut St. Philadelphia, Penna. 19106

Die Unterrichtspraxis

339 Walnut St. Philadelphia, Penna. 19106

Foreign Language Annals

62 Fifth Ave., New York, N.Y. 10011

The Modern Language Journal

The National Federation of Modern Language Teachers
Associations, 13149 Cannes Drive, St. Louis, Missouri
63141

Publications of the Modern Language Association of America.

PMIA

Office of Publication and Editorial Offices,
62 Fifth Ave., New York, N.Y. 10011

Materials Center

MLA-ACTFL, 62 Fifth Ave., New York, N.Y. 10011

ERIC (Educational Resources Information Center)

ERIC Document Reproduction Service (EDRS)

EDRS, 4936 Fairmont Ave., Bethesda, Md. 20014

VII. PROFESSIONAL ORGANIZATIONS

Information

ANNUALS

Britannica Review of Foreign Language Education

62 Fifth Ave., New York, N.Y. 10011

VII. PROFESSIONAL ORGANIZATIONS

Information

ANNUAL CONFERENCES

Modern Language Association

American Council for the Teaching of Foreign Languages

American Association of Teachers of German

The above organizations have annual conferences during the Thanksgiving holidays or during the Christmas vacation. The exact dates are announced in the professional journals.

National Association of Independent Schools

The above organization has an annual conference in March. The exact date may be obtained from NAIS Boston.

Northeast Conference on the Teaching of Foreign Languages

The above conference is in its twentieth year. It is the largest and oldest conference in the United States concerned with new methods and techniques for learning languages. The exact date may be obtained from:
Mrs. Nancy W. Lian, 320 Riverside Drive, New York,
N.Y. 10025.

VIII. TESTING

The authors of the Curriculum guide are in no position to provide a comprehensive article on testing. Testing is a discipline for specialist and the bibliography provided might be somewhat useful (as a first step) for any teacher who wants to get seriously involved in this field.

One aspect of testing is grading, an issue which is becoming increasingly more difficult to discuss, since schools are abandoning conventional scales and substituting pass/fail courses or proficiency levels. In some instances, teachers do not even know whether a certain student is taking a course on a pass/fail option or for a letter grade.

Whatever issues are involved, basically on a test the student demonstrates his ability to handle a certain area or areas of materials which have been covered. A test with good results demonstrates to the student that he has mastered a certain area, and to the teacher that he has successfully taught a certain area and may now proceed to the next step. Test results demonstrate to the school that in accordance with the school's standards, the accomplishment of the student may be expressed in a pass/fail grade, a percentage grade on a scale, or a percentage grade on an objective basis.

During the beginning years of language instruction the problems of testing and evaluation are relatively simple. Students can be told what kind of grading system will be applied to their work on a specific test. Starting with the third year or sometimes later, the teacher of a foreign language encounters problems which are similar to those of the English teacher. A paragraph or an essay will have

to be evaluated not only in regard to mechanics but also in regard to content. The subjective factor in the evaluation increases with the degree of proficiency the student develops and with the teacher's expectations of well developed paragraphs etc.

The foreign language teacher will always have to make a choice of weighing mechanics vs. content in a reasonable manner on the higher levels.

It is advisable that the student be told how many points he can get for a correct answer. Sometimes this means revealing some of the grammatical complexities of the question. For example, the student is asked to rewrite from the present to the perfect tense the sentence:

Das Auto fährt gegen den Baum.

He must perform a number of steps to achieve this construction:

Das Auto ist gegen den Baum gefahren.

Each step should be evaluated individually. Thus the student should receive for correct word order one point, for the correct past participle one point, and for the correct helping verb one point. A correct answer, therefore, should earn a minimum of three points and the student should know this. (For more examples, see the Teacher's Guide for the NAIS German Exams.)

If, however, the objective of the above example were simply to test the knowledge of the past participle, the student would be given an example sentence and be told to fill in only the past participle. A correct answer would earn one point. Example:

Das Auto fährt gegen den Baum.

Das Auto ist gegen den Baum _____ .

A foreign language teacher should try a large variety of tests in the class room. At the beginning level he should give short dictations, also so-called "Lückendiktate" in which students are given the text of a dictation with a number of "Lücken" to be filled in during the reading of the dictation. Example:

Das Wetter war _____. Die Eltern gingen _____
_____ Kindern spazieren. usw.

A good variety of fill-in exercises should be designed to help the student to achieve confidence in grammatical areas. The teacher should investigate all testing possibilities and then confront students with test of increasing difficulty level. Testing prepositions may demonstrate this:

A. Testing correct case:

Die Mutter ging in _____ Küche.

B. Testing correct preposition:

Ich wartete _____ meinen Bruder.

C. Testing preposition and case:

Herr Weber interessierte sich _____
Stellung

D. Testing Preposition, case, and adjective:

Herr Weber interessierte sich _____
neu _____ Stellung.

The teacher should use familiar nouns as objects of prepositions. Unfamiliar nouns would destroy the objective of the test. They would also destroy any reinforcement which is highly desirable at this level.

Translation is a very special skill, which should be avoided

during the beginning years. In some instances, however, fill-in exercises will allow a number of correct answers. Under these circumstances we consider it permissible to give the English meaning of the phrase to be filled in. Translation may be taught as a special skill once the basic patterns of the language have been mastered by the student to a high degree. Otherwise, translation exercises may become rather destructive in learning the idiomatic expressions, syntactical formations, and intonation patterns.

Listening comprehension can also be tested in a variety of ways. The dictation has already been mentioned. In addition, combinations of pictures, questions, and multiple choice answers may be used. The most difficult level (before fluent conversation takes place) is the combination of one question/statement and four multiple choice answers/rejoinders. All five items would be presented by the teacher or by a tape. The student has to make the instant decision, whether answer A,B,C, or D is correct. The example demonstrates the two levels of difficulty:

Tape/teacher: Wann haben Sie denn Ihre letzte Reise gemacht?

(easy)

Student booklet

- A. Vor einem halben Jahr.
- B. Nach drei Tagen.
- C. Vielleicht morgen.
- D. In vier Wochen.

(difficult)

A - D is part of the tape, or spoken by the teacher.

Student booklet

- A.
- B.
- C.
- D.

For more examples: see the listening comprehension sections on the NAIS German tests.

In larger classes the multiple choice approach cannot be avoided. Setting up a multiple choice test is a time consuming job, it is also very difficult. We recommend that teachers use standard tests.

Meaningful testing of reading comprehension level is fairly difficult to achieve. In many instances results are either very good in the whole class or very bad in the whole class. We have seen few reading selections which provided results which could be arranged on an A - E scale. Multiple choice answers are very difficult to arrange for short selections. Only too often do they reveal the answer, explain the selection, or simply make it more difficult. In many cases, for meaningful testing, the teacher is forced to write his own reading selection. Those of us who do not have this kind of writing ability should consult textbooks and lift stories for testing purposes.

We strongly recommend that all testing be done in context. Isolated words on vocabulary quizzes serve no purpose except that of rote learning. A sentence on a test provides the teacher with a grade, the student with the satisfaction of having mastered a particular aspect of the language and also with some reinforcement of the material covered in the class room.

IX. CURRICULUM - HIGH SCHOOL - BASIC LEVEL

Since teachers are working with various beginning texts, it is only possible to suggest guide lines for a curriculum at the basic level which will meet general standards of achievement. Certainly by the end of the basic level of the study of German by any method or combination of methods the student should be familiar with all basic grammatical structures. Specific vocabulary is less important at this stage, but the student should know at least the vocabulary needed for basic situations.

The contributors believe that the NAIS Curriculum Suggestions of 1968 are still useful as one of the possible choices for a curriculum for this level. Suggestions for a German curriculum were originally written for those teachers who planned to give the NAIS German exams at the end of the elementary level of instruction. The contributors are aware of the fact that the above definition is rather vague, since a course on the elementary level may end at the second year of instruction on the high school level.

GRAMMAR

Declension of

1. Articles
2. Nouns
3. Pronouns (possessive, interrogative,
demonstrative, reflexive, relative)
4. All adjective endings

Conjugation of

1. Strong and weak verbs
2. Modal auxiliaries
3. Present passive

General problems of word order

Prepositions

1. governing the dative
2. governing the accusative
3. governing the accusative and the dative
4. governing the genitive

Numbers and time expressions

Common idioms

VOCABULARY

Simple descriptions of everyday matters such as:

- | | |
|-----------------------|-------------------|
| 1. the class room | 9. time |
| 2. the house | 10. greetings |
| 3. the family | 11. the street |
| 4. food | 12. geography |
| 5. clothing | 13. travel |
| 6. parts of the body | 14. occupations |
| 7. colors | 15. weather |
| 8. numbers/arithmetic | 16. entertainment |

The contributors are not at all sure whether this outline fulfills the expectations of different teachers on this level. The contributors believe that a "basic level" should be defined in terms of achievements to be reached at the end of this level.

The result of basic level study should be reading ability adequate enough to read with the aid of a dictionary such works as Storm's Immensee, Borchert's Die drei dunklen Könige, and Frisch's

Biedermann und die Brandstifter.

Writing ability should extend at least to the simple narration of basic situations which use the vocabulary areas set forth above.

Listening ability will often depend on the extent to which the language laboratory or other listening devices (tapes, records, etc.) were used. A good standard would be the student's ability to perform well on the AATG or NAIS listening tests.

Speaking ability will be limited but should be such that the students can be understood by the native speaker in basic situations and can produce the more difficult sounds of German (ch/z/r/s, and all the vowels with clear distinction of long and short vowels: Hüte/Hütte, Staat/Stadt, Beet/Bett, Lied/litt).

Cultural areas for the basic level should include at least those customs which are connected with basic situations as well as geography (major cities and rivers), and basic political geography (Länder).

IX. CURRICULUM - HIGH SCHOOL - INTERMEDIATE LEVEL

On the intermediate level almost all important grammatical areas should be covered. These areas might include:

1. all forms of the passive
2. subjunctive
3. adjectives and participles as nouns
4. comparison of adjectives and adverbs
5. infinitive constructions
6. substitutes for the relative pronoun
7. word order
8. idioms - idiomatic usage

The intermediate level of the study of German should strengthen and broaden the student's control of grammatical structures, vocabulary and idioms. Particular stress should be placed on correct German word order. Whereas the basic level concentrated on basic situations, the intermediate level should expand the student's consciousness of German life and culture by introducing extensive readings which are of interest to the student and which will motivate the student to converse not only about the story line but about the ideas contained in the story as well. This leads effortlessly into more advanced conversational work which will by necessity draw the student to conceptualize in German. Discussions will introduce, for example, such concepts as: Schwäche, Stärke, Fähigkeit, Freiheit, Möglichkeit, Wahrheit, Einheit, Einsamkeit, adjectives related to these words as well as such adjectives as: gut, schlecht, schön, wichtig, wirklich, zufrieden, freundlich, vergeßlich, hilflos, häßlich, dankbar

und ängstlich.

The ability to read and speak in terms of ideas should lead into the ability to write on a conceptual level in proportion to the level of the reading material handled. Progress in grammar, idiom, and vocabulary should derive from careful selection of reading materials of increasing difficulty. On the intermediate level it is difficult to control the density of new vocabulary in reading material. The teacher should consciously select what words should be learned for active use and then give the student ample opportunity to use these words in speaking and writing. Longer works (novels, plays) not only provide a familiarity with a particular style but also offer the advantage of repetitive vocabulary and idiom. This recognition of learned material is a good motivation for the student. Shorter works (short stories, essays, poems) have the advantage of offering the student both the excitement of a new beginning and a feeling of accomplishment at the completion of the work. Both types of work should be used, but the time spent on any individual work should be gauged to the student's interest and the quality of the work to promote oral and written discussion.

The readings will often provide a basis for a discussion of cultural areas and the teacher should emphasize such topics as geography, politics, economics, history, and the great names in German music and art.

IX. CURRICULUM / ADVANCED PLACEMENT GERMAN

It is not the purpose of this guide to provide a complete description of the Advanced Placement Program in German. First of all, the AP Program undergoes changes every year, and secondly, whatever we might say could be found in the booklets provided by the Advanced Placement Program available through the

Publications Order Office
College Entrance Examination Board
Box 592
Princeton, New Jersey 08540

For your information we reprint here the introduction of the Advanced Placement Guide for German:

"German courses leading to advanced placement should encourage good students to achieve a high degree of competence in the language skills - understanding, speaking, reading, and writing German - and to develop their ability to read and interpret German literature.

A four-year sequence is generally required to achieve the aims set forth in this course description, but a number of variations are possible. For example (1) Advanced Placement students may receive special training within or outside the regular fourth year course; (2) qualified students may be permitted to bypass one or two semesters, thus reaching the fourth-year course after only two or two and a half years of study; (3) if more than two sections of second and third year German exists, a special section may be established for gifted students to cover the work of second and third year German in one year; or (4) where no provisions can be made for a fourth year course

students may be prepared for the Advanced Placement Examination by special tutorial work." (College Entrance Examination Board: 1972-73 Advanced Placement German)

X. THE CHALLENGE OF KEEPING IN TOUCH WITH THE LIVING LANGUAGE

All language teachers are under the pressure of instructing a subject which itself is undergoing constant change. Even the instruction on the college level in this country is in some cases rather outdated. Where does one learn words like "Luftpiraten" and "Überschallpassagierflzeug", for example? It is an absolute necessity for every language teacher to keep in touch with the living language. We would recommend that every language teacher should spend at least one month or more every three years in those areas where his language is spoken. In addition, a language teacher should read modern material constantly, especially newspapers etc. Listening to short wave broadcasts can also be helpful in maintaining language skills. Nothing, however, can replace the tremendous value of direct exposure to the language and the culture of the foreign country.

If a teacher is interested in doing more than just exposing himself to the other language and its culture, and if he is interested in formal study, vast opportunities are available. We cannot mention any program here. Many American universities offer programs abroad, and numerous German, Austrian, and Swiss universities and institutes offer specialized programs for the American teacher who wants to maintain his skills. The AATG Newsletter sometimes gives valuable information about certain programs. Unfortunately, formal evaluations of these programs are nowhere to be found. It is, therefore, advantageous for a teacher who is considering joining one of these programs to try to get as much information as possible from former students of the program and from its organizers. He should also

be careful about credit arrangements with American universities, when studying abroad.

The financial burden on a language teacher is rather heavy, if he takes our advice seriously. Good schools will help their teachers in budgeting money for these necessary trips. In addition, some government institutions, as well as colleges and universities offer scholarships. The German government works almost exclusively through American based organizations and exercises little control of the basic selection process for scholarship candidates. The best source of information is the AATG Newsletter.

Last not least, trips to Germany, Austria, and Switzerland may be tax-deductible, if certain conditions are fulfilled. The teacher should always check with his regional IRS office before he starts to deduct his travel expenses.

Teachers should not forget the other possibility: organizing tours for students. The Goethe Institutes throughout the US and the Pedagogical Exchange Service in Bonn, Germany offer assistance and services for the organizers of such tours.

The last possibility: (possibly the best) is an exchange with an English teacher in Germany who is willing to spend a year in the United States.

IDEAS FOR THE NEW TEACHER

1. Keep an idea book. Keep in it names and addresses of sources of realia materials, ideas for class room methods, ideas for displays on bulletin boards, names of texts which you may want to adopt, names of books you may want to order for the library.

2. Use parts of old exams that were particularly successful. Mark any directions that were unclear. Keep all exams in order of level, date given, and texts used.

3. Indicate after each exam period what materials were covered on the exams (text, chapter, page, additional material). There is then no question as to where the next exam should start.

4. Never throw anything away, but be organized as to where you put it. Have a large area (a locked closet) to store materials.

5. Keep a text book library. Go to professional conferences where texts are displayed and have those which interest you sent to you free of charge. Catalogues are less useful than the book itself. Read reviews of new texts (German Quarterly, PMLA) and write to publishers for free or examination copies.

6. Keep an accurate list of what level in what year has seen what films. This avoids uncertainty for future showings.

7. Stand and move about the room, even if you are not working at the blackboard. This avoids the static quality of a class in which everyone sits all the time.

8. Write large and clearly on the blackboard. Test the visual quality of your writing by viewing it from the back of the room.

9. Introduce "Fraktur", but not before the end of the second

year. Use, for example, Storm's Immensee published by Appleton-Century-Crofts, Inc.

10. Teach the following during the opening days of the first level: the numbers 1 to 100, days of the week, months of the year, seasons. These are very helpful in teaching pronunciation and spelling.

11. Assign tests at least two class periods ahead. Be clear as to what is to be tested.

12. Avoid testing lists of things.

13. Develop a list of strong verbs (about 70) with principal parts divided into vowel groups. Add sein, werden, stehen, gehen, tun.

14. There is no need to follow the order of lessons in the text book, if you can operate with a better order of presentation. The book may be fine for you but not in the order which seemed best for the author.

15. Make a lesson plan for each class for each day. Prepare all material as if you were seeing it for the first time. Prepare material before you assign it so as to anticipate problems of vocabulary and structure and thus save the student from wasting valuable time on unexplained material. Plan more than you can cover in a class period. This avoids running out. Leave some of the day's specific assignments undone and pick it up the next day. Students who had problems will return to it with a better understanding and will perhaps do better with it the next day.

16. Be sure that each student owns a good dictionary (Cassell's) by the end of the intermediate level. Warn about the problems of using

a dictionary.

17. Insist that all students keep a notebook on incidental material covered in class, especially vocabualry work and idioms not presented in the text.

18. Ask for written work at least twice a week. Have students attempt corrections as part of the homework assignment before you give the correct answers in class.

19. Test the same material both orally and written.

20. Start grammatical exercises with a student who can give correct answers. This sets a good pace.

21. Call on students in random fashion, even for simple reading aloud. This keeps everyone attentive.

22. Use German names other than Hans, Fritz, Schmidt, and Müller. Below is a list of modern names for boys and girls and some family names.

Boys	Girls	Family
Jürgen	Regine	Menzel
Christoph	Andrea	Wobbe
Peter	Sabine	Ponto
Martin	Stephanie	Dienemann
Thomas	Claudia	Geiger
Klaus	Petra	Höhn
Knut	Christine	Huber
Stephan	Dagmar	Oppersdorf
Jörg	Ute	Türk
Ulrich	Ulrike	Jacob
Bernd	Elke	Quant
Rainer	Regina	Zirpel
Mathias	Cornelia	Jansen
Andreas		Becht

23. Do more than one thing in each class period; for example: reading aloud, conversation, review grammar, exercises on new grammatical structures.

24. Have students act out conversational material as much as possible. Use real or substitute realia (a table as a store counter).

25. For vocabulary learning: Have students who can sketch well do sketches of concrete items (dog, house, pencil, ladder). These should be at least 8 1/2 inches by 6 inches. Have the AV department mount these on heavy cardboard. Have them colored brightly. Present them first orally in groups with the same gender, about twenty at a time, five per day. Then mix genders. Have students guess at the spelling. Written testing can be done one gender at a time and then mixed.